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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) the effects of sentence combining on the writing of ninth grade students: (2) issues in technical writing curricula and teaching methods: (3) the uses of analytic reading to teach composition: (4) changes in self-concept and locus of control as a result of using structured versus unstructured journal writing: (5) freewriting and problem solving heuristics for rhetorical invention in short term training of college composition students: (6) the effects of a program of writing models: (7) the effects of purpose and audience on the quality of ninth grade students' compositions: (8) linguistic, psychological, and educational concepts for the design of a program to improve standard formal writing: (9) and an evaluation of a competency based English composition course. (HTH)

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TEACHING OF WRITING:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

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Arthur, Sharon Virginia

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Bruno, Brenda Josephine

THE EFFECT OF SENTENCE COMBINING ON THE WRITING OF NINTH GRADERS

Chatterjee, Suchindran Shiladitya

TECHNICAL WRITING CURRICULA AND TEACHING METHODS: A REVIEW OF THE LITERATURE AND AN IDENTIFICATION OF THE BASIC ISSUES

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READING TO WRITE: AN EXPLORATION OF THE USES OF ANALYTIC READING TO TEACH COMPOSITION

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THE EFFECTS OF TWO WRITING TREATMENTS ON THE READING AND WRITING OF THIRD GRADERS

Order No. 8107892

ARTHUR, SHARON VIRGINIA, PH.D. *University of Georgia*, 1980. 174pp. Director: George E. Mason

The purpose of this study was to investigate if children's reading and writing performance were affected by writing practice. The sample pool consisted of fifteen classrooms in four schools. One of two writing treatments was randomly assigned to a school and all participating third graders received the same treatment within that school. From the sample pool, the sample of 30 students per treatment group was randomly selected from a group who had met pre-study selection criteria.

Pre- and post-study data collection consisted of the administration of modified lexical cloze passages to measure reading comprehension and a writing sample analyzed for T-units and the factors of the Raygor Readability Estimate. The treatment period lasted for six weeks of daily writing for a ten-minute period. The two treatment groups were Sustained Writing and Reactive Writing.

Subjects in the Sustained Writing Group were given no specific stimulus for writing, but they were directed to write whatever they wished to write. Subjects in the Reactive Writing Group were provided with lesson plans to stimulate their writing. The lesson plans were developed using the modes of description, narration, exposition, and persuasion, as well as using story starters, pictures, concrete objects, and story retellings.

Five of the six hypotheses tested were non-significant. It was concluded that the reading and writing of third graders is not influenced by mere writing practice without feedback or instruction. The only hypothesis that showed a moderate correlation was that the factors of the readability formula and mean T-units are positively correlated.

THE EFFECT OF SENTENCE COMBINING ON THE WRITING OF NINTH GRADERS

Order No. 8107059

BRUNO, BRENDA JOSEPHINE, PH.D. *Arizona State University*, 1980. 170pp.

The purpose of this study was to determine whether sentence combining practice affects the syntactic maturity and overall writing quality of ninth graders. Three ninth grade intact classes of average ability level were used in the study. All three classes followed the regular curriculum, poetry and novel reading, during the seven week study; however, two days per week the classes engaged in the experimental procedures. One class practiced the sentence combining two days a week, one practiced direct instruction in writing, the exercises designed to accompany the sentence combining, and the third group was given more class time to read regular literature assignments. Pre- and post-test writing samples from all three groups were analyzed by identifying four factors of syntactic maturity: (1) words per T-unit, (2) words per clause, (3) frequency of subordinate clauses, and (4) words per sentence, ranked according to reliability as indicators of syntactic maturity. In addition, the essays were evaluated holistically using a four point scale.

To test the significance of the difference between means on the five factors of writing quality, t tests were used. When the experimental "writing" group was compared to the control group, the "writing" group scored significantly higher on frequency of subordinate clauses, words per sentence, and overall writing quality.

When the experimental "writing" group was compared to the experimental "sentence combining" group, the experimental sentence combining group scored significantly higher on words per T-unit and words per clause.

A comparison of the control group with the experimental "sentence combining" group revealed that the experimental "sentence combining" group scored significantly higher on all five factors of writing quality: words per T-unit, words per clause, subordination ratio, words per sentence, and overall writing quality.

It was recommended that a total writing program, one that includes both sentence combining and direct instruction in writing, be used to teach writing at the ninth grade level.

TECHNICAL WRITING CURRICULA AND TEACHING METHODS: A REVIEW OF THE LITERATURE AND AN IDENTIFICATION OF THE BASIC ISSUES

Order No. 8105502

CHATTERJEE, SUCHINDRAN SHILADITYA, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 175pp. Major Professor: Warren I. Titus

The major purpose of this study is to review the literature in the field of technical writing for engineering students and to identify seven basic issues crucial to the teaching of technical writing as revealed by that review.

The first chapter of the study focuses on an overview of technical writing in American schools. Some allusions are made to the importance of technical writing today and the lack of significant research in the teaching of technical writing. The chapter includes a brief history of technical writing and its place in industry. The limitations and procedures of the study are also discussed.

In the second chapter, the seven basic issues are identified: (1) What is technical writing? (2) What is the need to teach technical writing? (3) What are the problems in the teaching of technical writing? (4) At what academic point should technical writing be taught? (5) What communication problems does an engineering student face? (6) What are the problems in the evaluation of technical writing? (7) What are the demands of industry on the technical writer? The contributions of some of the senior professors of technical writing in industry and the issues facing the teacher and student of technical writing are discussed.

The third chapter presents definitions of technical writing and the rationale behind the teaching in the field. Various factors relating to the formulation of definitions are discussed as well as the importance of the teaching of technical writing.

The fourth chapter presents specific problems in the teaching of technical writing to engineering students. As a subject about which the English teacher probably knows very little, engineering poses a strain on the English major teaching technical writing. The chapter attempts to identify the strains and review the solutions.

The fifth chapter discusses a long-standing controversy in the field of technical writing: At what academic point should it be taught? Underlying theories are presented along with opposing viewpoints.

The sixth chapter presents specific problems in engineering communication and in the evaluation of the writing of engineering students. Psychological approaches are discussed as are various testing alternatives.

The seventh chapter is on the technical writer and the demands made by industry on the writer. A view is given of the practical writing situations the student will face in the technological fields, providing a rationale for the range and scope of assignments in the theoretical world of the classroom.

In the eighth chapter, summaries and conclusions are presented. Emphasis is on the positive aspects in technical writing. The study also attempts to provide possible background for further research in the field.

In providing alternatives for teaching technical writing to engineering students, the study aims at an improvement in the quality of the English teacher, the textbooks used, and the approach to the entire field. Ultimately, it is hoped, this work may enhance mutual understanding between technical and English teachers.

READING TO WRITE: AN EXPLORATION OF THE USES OF ANALYTIC READING TO TEACH COMPOSITION

Order No. 8106079

COUTURE, BARBARA ANNE ZAWACKI, A.D. *The University of Michigan*, 1980. 353pp. Chairman: Richard W. Bailey

This study demonstrates through research and experimentation with freshmen students in college composition classes that analytic reading can help writers control the language conventions that good writers use to make their writing effective. Analytic reading is different from traditional reading in the composition class because it employs linguistic theory to examine the text features that specify how writing functions. An emphasis on speech alone cannot effect change in writing behavior because writing differs from speech in the kinds and number of text devices that define external context and provide internal cohesion. Text analysis shows that professional writers use convnetional features to signal referential relationships between parts of discourse. Heuristics for invention derived from the analysis of text can help novice writers to compose texts that create consistent yet multiple functional effects.

Students come to recognize the functional implications of certain language choices through analytic reading; they learn to specify: (1) the language features in a text that are unusual because of their frequency or uniqueness, (2) the linguistic system or systems the features represent, (3) the communication elements of subject, author, audience and text codes which shape the text and (4) the author control over subject, audience and text codes that creates the text's functional focus.

Students learn to control referential coherence in prose through directed paraphrase, summary and revision exercises which merge analytic reading and writing skills. Such activities teach students to manipulate the devices that (1) define clear beginnings, middles and endings, (2) establish parallel relationships between rhetorical, grammatical and information structure, (3) create cohesive ties across boundaries of grammatical and information structure and (4) relate propositions through embedding and subordinating devices.

Through analytic examination of both small and large units of prose, students can use their experiences with language to discover heuristics for developing an idea in writing. Maxims, lines of argument, titles and message statements suggest logical development, designate an audience or imply a system of situational expectations that dictate prose development. Examination of their own free-writing can help students discover dependable strategies to help them project prose structure. In writing a planned composition, students can construct initial statements defining message, purpose and organizational pattern to help them recall, combine and imitate development schemes from written works with similar functional aims. Through comparing initial statements against subsequent compositions, students can identify matching text features and discover a direction for revision.

A composition curriculum incorporating analytic reading is consistent with behaviorist learning theory and can help students learn to write better through developing text-structuring options. Although there is theoretical support for the use of analytic reading in the composition class, three factors may inhibit the success of this technique: (1) lack of transfer of language awareness to writing, (2) dominance of oral language habits or developmental immaturity and (3) influence of cognitive ordering strategies upon language learning. Nonetheless, analytic reading can be an effective tool in the composition class because it allows students to make inductive discoveries about written language that can improve their chances of controlling language structure as they write their own prose.

PEER-RESPONSE GROUPS IN A COLLEGE WRITING WORKSHOP: STUDENTS' SUGGESTIONS FOR REVISING COMPOSITIONS

Order No. 8112066

DANIS, MARY FRANCINE, PH.D. *Michigan State University*, 1980. 204pp.

For over seventy years, English educators have recommended the use of workshop or peer-criticism techniques in writing classes. Most of the literature, however, has concentrated on rationale, principles, practical guidance, and experimental results. One approach to peer response which has received little attention is the phenomenological one--investigating the discussions which actually occur in workshop groups. Through such investigation, one can gain insight into writing instruction as it is experienced by the students; this knowledge should help teachers to ground their instruction in the reality of students' knowledge, beliefs, and concerns about their writing.

This study, therefore, describes the peer-criticism sessions in a nine-week, sophomore-level writing workshop class at Michigan State University. The small-group discussions were tape recorded, and transcriptions of three biweekly sessions constitute the primary material of the study. The transcriptions are supplemented by interviews with each of the students and by questionnaires.

The analysis of the discussions concentrates on the students' suggestions for improving their papers. The suggestions are analyzed first in terms of content (according to the system described by Paul Diederich in *Measuring Growth in English*), then in terms of the interaction patterns within the groups.

The findings bear out other assessments derived from both intuitive and experimental sources concerning the strengths and weaknesses of the writing workshop: (1) There were 205 separate suggestions given. They fell into five main categories: development of ideas (64); clarity and precision of language (59); mechanics (42); organization (29). and focus (9). The student critics thus demonstrated an implicit awareness of the features of academic writing; (2) Ninety percent of the suggestions were accurate (as judged by the researcher's reading of the papers); sixty percent would, if acted on, result in superior versions of the papers; (3) In seventy-five percent of the papers, the students either identified accurately the major weaknesses or recognized that the essay needed only minor revisions; (4) There were no formal provisions for leadership; thus the writers sometimes guided discussions but just as often did not. When they did, they asked questions and proposed suggestions about their own papers, they responded, generally favorably, to the suggestions they received; and they explained the intentions behind their papers; (5) As critics, the students evolved a common language which enabled them both to exchange suggestions and to maintain harmonious relationships. They typically phrased their suggestions as alternatives rather than imperatives, and their presentation of these alternatives indicated that they saw one another's papers as basically sound; (6) At the beginning of the course, the students expressed much apprehension about peer criticism; by the end, they unanimously expressed positive feelings toward the approach, though without losing sight of its limitations. They cited the following advantages: the discovery that their peers understood and enjoyed their writing, the opportunity to receive a variety of suggestions, and the development of a heightened consciousness of the expectations of readers. The participants also noted three major problems: the imbalance of writing and critical abilities in some groups, the tendency to drift away from the task, and the reluctance to offer negative comments; (7) The students increased in confidence regarding their ability to write. Before the course, two-thirds said they felt positive toward writing, whereas all twenty-two who completed the final questionnaire described their outlook as positive. They spoke consistently of a new confidence about their writing and about their ability to continue improving. The participants cited both the group work and instructor's guidance as contributing to their attitude.

THE EFFECTS OF MEANINGFUL LEARNING ADJUNCT QUESTIONS ON LEARNING AND REMEMBERING FROM WRITTEN MATERIAL

Order No. 8106710

DOAKE, DIANA SALEH, PH.D. *The University of Connecticut*, 1981. 149pp.

Problem. The investigator sought to obtain some objective evidence concerning the effects of meaningful learning adjunct questions on the learning and remembering of written material by fifth grade readers.

Hypotheses. The following hypotheses were tested at the five per cent level of confidence. (1) There is no significant difference at $p < .05$ level in the immediate and delayed completion post test intentional concept (IC) score means for subjects (Ss) encountering meaningful learning pre questions (MLPreQ), meaningful learning post questions (MLPostQ) and no question control (NQC). (2) There is no significant difference at $p < .05$ level in the immediate and delayed completion post test subsumed detail (SD) score means for Ss encountering MLPreQ, MLPostQ and NQC. (3) There is no significant difference at $p < .05$ level in the immediate and delayed completion post test composite (IC and SD) score means for Ss encountering MLPreQ, MLPostQ and NQC. (4) There is no significant difference at $p < .05$ level in the immediate and delayed cloze post test scores between all the means for Ss encountering MLPreQ, MLPostQ and NQC.

Population. The population included 60 randomly selected fifth grade students from a middle school situated in the northeastern part of Connecticut.

Procedures. The 60 subjects were randomly assigned to one of the three experimental conditions: meaningful learning pre question, meaningful learning post question and no question control. All the subjects read a passage consisting of 14 paragraphs. Each paragraph provided for the groups receiving adjunct questions had an inserted meaningful learning question in either the pre or post reading position. The no question group read the passage without any questions. All the subjects were given one minute to complete the task on each text segment. An immediate and a one week delayed completion post test was administered to all subjects and scored for recall of all the intentional concepts and subsumed details. An immediate and a one week delayed cloze post test was also conducted to investigate the effect of meaningful learning questions in the pre and post reading positions on the subjects' performance.

The analysis of variance technique with repeated measures was applied in order to analyze the resulting data of the completion and cloze post tests. Significance of the probability level of .05 was used to test the null hypotheses.

Findings. Conclusions drawn through the statistical analysis of the data gathered in this study were as follows: (1)Meaningful learning questions in the pre reading adjunct position have a significant facilitative effect on learning and remembering from written material. The meaningful learning pre question treatment effect was consistently superior, on immediate retention, to the meaningful learning post question and the no question control treatment effects when measured by the completion and cloze post tests. (2)Meaningful learning questions in the post reading adjunct position did not significantly facilitate learning and remembering from written material on immediate and delayed retention when measured by the completion and cloze post tests. (3)Directing the students to 'read carefully' did not provide them with a facilitative aid in their learning and remembering from written material.

Implications. The positive effects of using meaningful learning questions in the pre reading adjunct position appear to have been consistently established, when compared with meaningful learning questions in the post reading adjunct position and with directions to read carefully.

THE RELATIONSHIP BETWEEN THE WRITING OF PRACTICED AND UNPRACTICED FRESHMAN UNIVERSITY WRITERS TO A MULTISYSTEMIC PERSPECTIVE OF PARAGRAPHING

Order No. 8107564

FELDSTEIN, CHARLES ROBERT, PH.D. *The Pennsylvania State University,* 1980. 169pp. Adviser: Mary M. Dupuis

This study was designed to determine whether differences in the overall quality of the writing of practiced (good) freshman university writers and unpracticed (poor) freshman university writers are related to utilization of (or failure to utilize) a multisystemic perspective of paragraphing. The conception of paragraphing as multisystemic derives from Kenneth Pike's description of language as particle, as discrete contrasting parts with "sharp borders," as wave, in which language is viewed on an unsegmentable continuum, and as field, in which all language units are perceived in context.

During Spring Term, 1980, the researcher collected 648 compositions that had been submitted to various English instructors at The Pennsylvania State University as regular out-of-class assignments for English 10 (Composition and Rhetoric I), which provides writing instruction in rhetorical modes, and for English 20 (Composition and Rhetoric II), which provides instruction in the writing of arguments. Out of the 648 compositions, sixty that had earned a grade of "A" and sixty that had earned a grade of "F" were used for the study. Three raters from The Pennsylvania State University English department, rating independently via holistic scoring, confirmed the quality of the compositions. The Pearson product-moment correlation procedure showed that the raters achieved interrater reliability scores of 0.95, 0.93, and 0.93.

Using the paragraph as a rhetorical model exemplifying the characteristics of the larger composition, this researcher employed (with modifications) Alton Becker's tagmemic patterns for paragraphing, Topic, Restriction, and Illustration (TRI) and Problem and Solution (PS), in order to operationalize the practiced and unpracticed writers' perspectives of paragraphing as particle, wave, and field.

A descriptive analysis, in which TRI and PS patterns were applied to the paragraphs of practiced and unpracticed writers, indicated that practiced writers' paragraphs characteristically contained well-developed TRI and PS patterns, and a shifting of particle, wave, and field perspective. The unpracticed writers' paragraphs, however, characteristically violated the multisystemic perspective through non-sequitur reasoning and through use of generalizations or specifics, but not both. Consequently, many of their paragraphs consisted of broken patterns, or incomplete patterns.

A statistical analysis was also performed in which an analysis of variance and a Bartlett's test of homogeneity of variance revealed that practiced writers had more paragraphs, more TRI and PS patterns, but fewer broken patterns, and a greater variance in number of paragraphs, TRI and PS patterns, but a lower variance in broken patterns ($p < .05$).

Data on the number of TRI, PS, and broken patterns were converted to percentages, and an analysis of variance indicated that practiced writers had a greater percentage of TRI and PS patterns, whereas unpracticed writers had a much greater percentage of broken patterns ($p < .05$). A Bartlett's test of homogeneity of variance indicated that the difference between variances of the two groups for the percentage of TRI patterns was not significant ($p > .05$), though practiced writers did have a slightly greater variance. Practiced writers exhibited a greater variance in percentage of PS patterns, whereas unpracticed writers exhibited a greater variance in percentage of broken patterns ($p < .05$).

The results of the study provide pedagogical implications. Based on its findings, the researcher recommends that students use TRI and PS patterns to operationalize a multisystemic perspective of paragraphing. Additional research is needed, however, to learn whether rhetorical mode used affects the number and type of patterns employed in a composition, and whether a student's choice in topic affects the number and type of patterns used.

CHANGES IN SELF-CONCEPT AND LOCUS OF CONTROL AS A RESULT OF USING STRUCTURED VERSUS UNSTRUCTURED JOURNAL WRITING

Order No. 8104784

FILS, KENNETH ALBERT, PH.D. *United States International University,* 1980. 120pp. Chairperson: Raymond N. Hatch

The Problem. The problem of the study was to determine how the use of the personal or structured journal affected the self-concept and locus of control of college students when compared to the use of unstructured journals.

The objective of the study was to compare the gains of two groups of college students on the differential benefits derived from personal journal writing (a structured journal writing program consisting of various exercises and techniques to promote growth and awareness), as compared to unstructured journal writing (using no program or format for the journals) in various areas of personality.

This research seemed important in view of the problems of alienation and meaninglessness in some people's lives that structured journal writing may help to alleviate.

Method. The data were obtained by using the Tennessee Self Concept Scale by William Fitts and the Internal-External Control Scale by Julian Rotter as well as a "student comment sheet" for the written reactions of the students to the procedures at the conclusion of the journal course. The hypotheses were formulated to deal with the differential benefits of personal journal writing as compared to unstructured journal writing on the following personality variables: self-esteem, positive behavior, positive self-satisfaction, positive identity, level of adjustment, and locus of control. Subjects consisted of students enrolled in two college introductory philosophy courses with $N = 32$ for the experimental group and $N = 18$ for the control group. Two-way analysis of variance was employed using the factors of the treatment conditions and sex in order to determine the significance of the test results.

Results. The two-way analysis of variance of the data indicated that none of the variables tested was statistically significant. In other words, there were no significant changes found in the self-esteem, positive behavior, positive self-satisfaction, positive identity, level of adjustment, and locus of control of the experimental group using the structured journal when compared with the control group using the unstructured journal. One of the limitations of the study was the six-week duration of the structured and unstructured journal writing procedures which may not have allowed sufficient time for the students to absorb and integrate any changes in awareness that may have occurred.

On reviewing the written reactions to the journal writing process from the "student comment sheet," the length and expressive quality of the experimental group's responses were found to be superior to that of the control group. In addition, the experimental group remarked with greater frequency that they had found the journal writing process to be an enjoyable and beneficial experience.

THE EFFECTS OF A PRIMARY TRAIT SCORING GUIDE ON THE RELIABILITY, VALIDITY, AND TIME USED IN TEACHER EVALUATION OF STUDENT WRITING

Order No. 8107326

GILBERT, PATRICIA IRENE FLORA, PH.D. *The Ohio State University*, 1980. 124pp. Adviser: Professor Victor Rentel

Scoring reliability can be improved by reducing inter-rater variability, intra-rater variability, and writer-topic variability. Content validity can be increased by constructing a scoring guide that matches the definition of the achievement being measured. Primary Trait Scoring guides, constructed to match the assignment, fit this definition. Teachers' agreement on a definition of "effective" writing is a basis for agreement in evaluation. Reduction of time in scoring essays is desirable to reduce workload and can improve reliability, according to some experts in the field. Variability among judges of student writing is affected by three things: (a) the degree of severity in grading as reflected by a judge's average or mean score, (b) the spread of scores around the mean, reflected in the standard deviation, and (c) the values a judge uses to score an essay, reflected in the scale used. There is some evidence that training judges of "like or similar" backgrounds to use a scale of some specificity will increase reliability. In the real world schools are more likely to have teachers of varying backgrounds. There is a need to increase their agreement. Two college English teachers and two high school English teachers of varying academic and experiential backgrounds were trained to use a Primary Trait Scoring guide, constructed to fit the 1979 impromptu theme topic used by the National Council of Teachers of English Achievement Awards in Writing Program. Randomly selected essays generated in Ohio by this program were used in this study. Judges rated 24 essays twice, a week apart, using the NCTE scale of general criteria. After four hours' training, they rated the same 24 essays, in the same order, twice, a week apart, using the Primary Trait Scoring guide. Judges wrote pre-post-training essays of definition of "effective" writing. Scores and times spent per essay were compared in a partial hierarchical, mixed, two between-subjects, three within-subjects BALANOVA (Kennedy, 1977). Although results showed significant judge-by-scale-by-trial interaction, Tukey's post hoc comparisons did not reveal significant differences in means. Winer's (1962) analysis of variance which isolates main effects of the scale from between judges variance, showed that effects of the scale increased over trials of the Primary Trait scale. Multiple regression of scores on four sub-scales of the Primary Trait scale against the overall scores determined that the sub-scales were responsible for 92% of the variance. Time per essay was reduced, but familiarity of text through reading the same essays four times could have confounded the effect on time. Three of four judges became more consistent using the Primary Trait scale as measured by bivariate frequency counts of essays receiving the same score in trial 2 as in trial 1. College teachers agreed more using the Primary Trait scale, in both their correlation scores and in their essays, while high school teachers agreed more using the NCTE scale of general criteria. Similarity of experiential teaching background predicted more agreement than did academic preparation or length of teaching experience. Conclusions: (a) if dialogue is open and training available, teachers teaching in the same environment will likely agree more, (b) preparation and training time limit Primary Trait Scoring's effectiveness, although a scoring guide matching definition of assignment has potential of leading to greater agreement, (c) though judges agree in essays of definition, background experiences can override training in a scale, (d) to the extent that primary traits represent writing skills, this study is a necessary step toward more valid evaluation.

AN IDENTIFICATION OF THE LEVEL OF TEACHER COMPETENCE NEEDED TO TEACH WRITING IN SELECTED SUBJECT AREAS OF THE SECONDARY SCHOOL

Order No. 8111560

GILLESPIE, BARBARA OLGA WELLS, ED.D. *University of La Verne*, 1979. 273pp.

The Problem. The decline of students' writing skills has been the basis of much concern, discussion and analysis. The primary assumption in this study is that writing at the secondary level could be improved through an emphasis upon writing skills across the curriculum of the school.

Purpose of the Study. The purpose of this study was to identify levels of teaching competence needed to teach writing in English, social science, mathematics, and science classes of the secondary school.

Methodology. A list of student writing competencies was field-tested with a panel of thirty-two experts. Nineteen student writing competencies were then presented in a four part survey to identify attitudes about writing, the degree to which writing is needed for student success in each content area, the levels of teaching skill needed to assist students in developing writing competence, and perceptions of present skills of teachers.

A random sample of 250 schools was drawn from California's 836 public high schools. Surveys were mailed to the principals and teachers in the subject areas under study. Information provided by the 592 participants was transferred to computer tape for analysis using the SPSS package.

Findings. A total of sixty tables and narration presented: (1) conclusions as to why writing is *not* taught outside the English class, (2) identification of writing purposes, (3) analysis of the writing competencies needed in the content areas and (4) assessment of the level of teacher competence to teach writing in the content areas. Selected findings are as follows: (1) Writing is not the sole responsibility of the English teacher. (2) The basis for writing assignments is the development of logical thought processes. (3) Subject area teachers varied significantly in their perception of the nineteen writing competencies: English teachers assessed all as important in their subject area; social science teachers identified sixteen as important, science teachers similarly identified thirteen, and mathematics teachers assessed seven as important. (4) Teachers assessed all nineteen competencies as requiring "considerable" teaching skill. Eight writing skills were identified as most important for students in every subject area.

In order of importance these were as follows: (1) Write an acceptable answer to an essay question. (2) Set forth facts and opinions to explain a main idea or belief as in expository writing. (3) Take notes, as in outlining or synthesizing from a class lecture or presentation. (4) Defend or attack a position or opinion as in argumentation. (5) Write a summary of the main points of a chapter or article. (6) Write a report of an experiment, process or problem solved, using a logical, developmental sequence. (7) Write legibly (assessed as *not* requiring considerable teaching skill). (8) Write a summary of what has been covered in class.

Conclusions and Recommendations. (1) Present attitude is receptive to school-wide improvement programs. (2) Teachers have not received sufficient training to teach writing. (3) Teachers do not have the level of competence to teach writing in the content areas that they indicate they would like to have. (4) Data regarding teachers' desired competence levels support the need for in-service programs in teaching writing. (5) Data would tend to support increased emphasis upon the teaching of writing in teacher preparation programs.

CONTROLLED COMPOSITION FOR TEACHING BASIC WRITING TO COLLEGE FRESHMEN: A COMPARISON WITH GRAMMAR LESSONS

Order No. 8103259

GORRELL, DONNA KETELBOETER, D.A. *Illinois State University*, 1980. 131pp.

Controlled composition, a manipulative, transformational rewriting exercise, was compared to grammar exercises in empirical research using four college remedial writing classes. Basic (remedial) writers have been variously described as error-prone, fearful of writing, egocentric, and poor readers. The reduction of two of these characteristics--error and fear of writing--as well as a general improvement in writing, have been claimed by proponents of controlled composition.

It was hypothesized, therefore, that two classes practicing controlled composition for a semester as compared to two classes practicing grammar exercises would (1) score higher on a holistic rating of overall quality on an original writing; (2) be less apprehensive about writing; (3) have fewer errors; and (4) be syntactically more mature as equated with T-unit length and clause length.

Posttests submitted to analysis of variance with protests as covariates revealed no significant differences in the two groups. There were no main effects for any of the independent variables--method, teacher, and class days, nor was there any interaction. Controlled composition was judged no more effective than grammar instruction according to the test data. However, the lack of differences may be explained by the controlled variables: both groups had all the same writing and reading assignments.

Further analyses by multiple regression procedures revealed that final holistic rating correlated only with pre-holistic rating, that final attitude toward writing correlated highly with pre attitude but with no other variable, and that final error count correlated highly with pre error count and somewhat less highly with the holistic ratings. These secondary analyses pose the question: what is the relationship between writing quality and attitude toward writing?

Other questions arose from the research: (1) Are basic writers apprehensive about writing? (2) Why do (or should) basic writers write? (3) What are the definitive characteristics of the basic writer?

THE EFFECT OF SENTENCE-COMBINING TECHNIQUES UPON THE DEVELOPMENT OF SYNTACTIC COMPLEXITY AND COMPOSITION QUALITY IN HIGH-SCHOOL STUDENTS

Order No. 8112249

HENDRICKSON, CARL ALEXANDER, ED.D. *Boston University School of Education*, 1981. 123pp. Major Professor: Phyllis M. Henry

The purpose of this study was to determine if a relationship existed between training of high-school students in the techniques of sentence combining and the attainment of significantly higher quantitative scores of syntactic complexity and qualitative ratings on the criterion variable of composition quality.

Two groups of intact classes, consisting of a total of 140 subjects, one at each of the four high-school grades, comprised the sample population of this study. One group received instruction for one class period per week in traditional methods of instruction in composition techniques. The other group received a like amount of instruction in the techniques of sentence combining. During the five months of the treatment neither group received instruction in the technique being studied by the other. Treatment classes were selected on the basis of willingness and enthusiasm of teachers in the Department to participate. A brief training program was held for the four teachers who were to provide the sentence-combining instruction.

Directional hypotheses for the study stated that: (1) Students in the sentence-combining groups would receive statistically significantly higher mean scores on post tests of syntactic complexity as well as on qualitative scores arrived at by holistically evaluated compositions (hypotheses 1 and 3). (2) Students who received the traditional program in composition instruction would evidence no significant gains in posttests of either syntactic complexity or composition quality (hypotheses 2 and 4).

Data for analysis was collected by calculating the number of words per T-Unit and the number of words per clause for four passages of writing, two generated by students, for pre- and posttests. Holistic evaluations based on a seven-variable scale of composition quality were also collected for pre- and posttests. Analysis of covariance was employed for all four criterion variables to determine significances.

Analysis of the five criterion variables produced the following results: (1) Students in the sentence-combining groups showed no statistically significant gains on any of the quantitative criterion variables; students in two of the four groups, grades nine and twelve, showed statistically significant gains on post-treatment tests of composition quality. (2) At grade eleven students in the traditional groups showed significant gains in in learner performance and learning time; the Gropper method was superior.

Results of the two experiments were inconsistent. However, the conditions of the experiment and learners available may not have allowed for conclusive results.

COGNITIVE-FIELD IMPLICATIONS FOR THE TEACHING OF TECHNICAL WRITING TO NON-TRADITIONAL STUDENTS

Order No. 8102379

HERTZ, VIVIENNE LUCAS, PH.D. *Southern Illinois University at Carbondale*, 1980. 178pp. Major Professor: Paul M. Morrill

This study undertook to examine and assess a process of instruction based on cognitive-field theory in the teaching of technical writing to adult students enrolled in an extended campus program. Central to the process were course elements organized according to a learning theory that recognized personal goal setting and creative problem solving. For review and analysis course materials were sent to a reactor panel of technical writing teachers, curriculum planners, authors of related texts, and technical editors from industry.

Research questions addressed were Is self-direction an appropriate emphasis, especially with adult students? Can cognitive-field learning theory serve as a logical theoretical base around which to structure technical writing teaching? Should creative problem solving be incorporated by reflective teaching into specialized composition courses, i.e., technical report writing? Must technical writing stress only prescriptive teaching, more traditional formats, and analytic thinking? Would professional counterparts use these course materials in their own teaching?

The emphasis of the study was on the individual students as learners. Course materials, developed from a theoretical model based on Kurt Lewin's field force analysis, were sent to a representative panel of teachers of technical writing and directors of technical communications programs for their review and reactions. The materials stressed the role of learners in defining their hoped-for learning outcomes. Implicit concepts were goal setting, reflective teaching, and problem raising and solving.

The review of the literature examined current research on the teaching of composition: some reports related to learning theory, others to classroom implications from recent research in the field. Special needs of the adults students were also explored. Parallel readings were those which defined technical writing, offered sample syllabi, and made assignments for classroom activities and problem solving exercises.

The course materials were divided into five major areas; self-assessment, creativity, critical thinking, reports, and skills. Self-assessment stressed the relationship of the individual's valuing of the writing experience, sense of self-confidence, work habits, and competencies with use of the language. Creativity examined methods to stimulate individual and group problem solving skills for specific report topics and organizational formats. Critical thinking offered opportunities for students to become aware of distinctions among qualities of data, develop reasoning skills. The reports section provided activities to develop formats from examples from work settings, examples of typical report structures, and varying methods to evaluate report writing (self, peer, technical advisor, instructor). The skills section included activities that stressed sentence-combining and eliminating given problems such as nominal style.

The following conclusions were reached--that the initial intuitive perception of working with adult students drawing attention to their stated goals and personal course objectives was appropriate; that drawing upon individuals' environments and group interaction in generating report topics and contents is justified; that reflective teaching, while not universally accepted by teachers of technical writing, is viable as a teaching style; that, based on a limited sampling, many in business or industrial environments view technical writing as a learned skill; and that, for cognitive-field theory to be more universally acceptable in technical writing teaching, related materials would need either more background information and philosophical justification, or little or no mention of the psychological base.

SHORT-TERM TRAINING OF COLLEGE COMPOSITION STUDENTS IN THE USE OF FREEWRITING AND PROBLEM-SOLVING HEURISTICS FOR RHETORICAL INVENTION: A COMPARATIVE EVALUATION

Order No. 8100670

HILGERS, THOMAS LEE, PH.D. *University of Hawaii*, 1980. 250pp.

After decades of being out of fashion, concern with rhetorical invention is increasingly evident among specialists in written composition. Indeed, techniques for discovering "what to say"--that is, for invention--are often prescribed to students suffering in the currently epidemic "writing crisis." Among such techniques are heuristics for invention--guidelines the would-be writer can employ to improve chances that a written end-product will communicate something of substance. Although heuristics such as Aristotle's "topics" and Pike's tagmemic matrix find exponents, the developing and testing of heuristics has not kept pace with calls for their use.

For purposes of this study, two training-packages involving six hours of training in heuristics for invention were developed and tested. These approaches might be seen as extremes on a continuum of intuition to reason. The freewriting heuristics, basically intuitive, were derived from the ideas of Peter Elbow and called for users to write without censoring, to reflect on the writing, and then to assert the "center" of the writing in a "summing-up" statement; the three steps are then repeated. The communications-awareness/problem-solving heuristics, basically rational, were derived from studies in applied psychology and called for users to "solve" typical problems associated with invention (thesis, audience, voice, etc.) through use of a standard problem-solving strategy (problem definition, generation of alternative solutions, evaluation of alternatives, etc.). Experimentation was used to look for differential effects of training with these heuristics in the writing and attitudes of college composition students.

Forty-one college composition students were randomly assigned to short-term training in the use of either the freewriting (FW) or the communications-awareness/problem-solving (CAPS) approach to invention. Dependent measures included a "speech" written in class and a "letter" written out of class; both reflected recent research findings on measurement of writing proficiency, although the "letter" stimuli provided greater control over writing variables. Subjects from the FW group demonstrated superior writing proficiency in holistic rankings arrived at by two paid independent raters; on the "letter" measure, the difference in treatment-group scores was statistically significant ($F[2, 36] = 4.16$, $p < .05$). Subsequent rankings of the "letter" on component scales revealed that FW subjects included more appropriate materials in their letters ($p = .004$) and more consistently abided by conventions of grammar and mechanics ($p = .01$). FW subjects also reported a greater degree of compliance with heuristics than did CAPS subjects. But there were no group differences on attitudes toward writing.

These results suggest that freewriting should be studied more seriously by those who seek to develop effective training programs in written composition. Just what aspects of the FW training package were responsible for the effects will have to be determined by further research. The relative failure of the problem-solving training suggests that writing may be too complex a behavior for modification via problem-solving heuristics, or that more training may be required for users to become adept in the use of the heuristics.

A SYSTEM APPROACH DESIGN FOR FRESHMAN COMPOSITION

Order No. 8103758

HOGAN, MICHAEL, PH.D. *Rensselaer Polytechnic Institute*, 1980. 240pp. Supervisor: B. Frank Hammet

Though the National Council of Teachers of English cautioned its members to resist the imposition of systems approaches, it did sponsor a monograph to explain systems and systems approaches to its members. Of the many models described in the literature, that of Roger Kaufman was selected for presentation. Kaufman viewed his model as a procedure for achieving "predictable results at a predictable price." The purpose of this pilot study is to observe and recount how the model functions when applied to a freshman composition course.

Kaufman acknowledged the various antecedents for his model did not provide thorough discussion of its theoretical context. That context is found in General System Theory. Review of the characteristics of open and closed systems shows the Kaufman model to be a "semi-closed" system, an empirical realization of General System Theory. Kaufman's contribution to the systems approach literature was his development of a "system approach." By combining the descriptive mode and the solution-implementation mode, he created a design-process mode consisting of six basic steps: (1) identify the problem, (2) analyze the problem and set the goals, (3) select a solution strategy from among alternatives, (4) implement the solution strategy, (5) evaluate the performance effectiveness, and (6) redesign the system if necessary. This approach ensures that the system planner will identify the students' needs to determine the course objectives and will review curriculum theory and instructional techniques before designing and implementing a course.

A comparison of four studies of systems approaches applied to composition courses revealed weaknesses: application of a solution-implementation mode without complete study of student needs before framing objectives, lack of appropriate statistical studies, or lack of follow-up studies to confirm the results. All of the experimenters found favorable results for their studies.

My own application of the Kaufman system approach model to freshman composition classes at Southeast Missouri State University involved a thorough analysis of the system approach and the function of its components in a system redesign for composition. Analysis of student needs called for a system with emphasis on substantive matters of writing, rather than emphasis on non-substantive matters. The major objective consisted of preparing the students to write the research paper; students identified it as a need because of its requirement in other courses. Applying the Kaufman model with its feedback and feedforward loops allowed the creation of a system based on a thorough review of the literature pertaining to composition theory and instructional techniques. Formative evalution of the instructional units and techniques ensured that selection based on personal preference would be avoided or lessened.

Following the first application of this system, a *t* test showed no statistically significant difference at the .05 level of confidence between the two study groups governed by the system approach model and the three regular groups governed by the departmental syllabus. A second application of the study, following slight modifications in the schedule and the units of study, yielded similar results--no statistically significant difference at the .05 level.

The Kaufman system approach model can be accepted as a problem-solving method for thoroughly planning a course, with reservations regarding Kaufman's claim for "predictable results at a predictable price." Just as General System Theory provides insight to the theoretical context of the system approach, it may also show the way for developing more sophisticated analytical instruments for evaluating system designs and the interplay of the components within them. General system theorists classify as non-systems the traditional experimental group/control group testing procedures because of the difficulty of holding any variable constant without consequently affecting other variables. Further testing of the system approach model is recommended.

AN INVESTIGATION TO DETERMINE THE RATE OF SYNTACTIC GROWTH AS A RESULT OF SENTENCE-COMBINING PRACTICE IN FRESHMAN ENGLISH

Order No. 8107131

JONES, MARY ANN CARTER, ED.D. *Auburn University*, 1980. 128pp. Director: Richard L. Graves

The present investigation was designed to determine how much practice in sentence-combining is necessary for college freshmen to exhibit significant growth in three factors of syntactic maturity: length of T-units, length of clauses, and ratio of clauses to T-units. This experimental group was given intensive practice in sentence-combining which was in no way dependent upon a formal knowledge of any specific type of grammar. The principal question raised in this study was: how much practice in sentence-combining is necessary before significant syntactic growth is evident?

Thirty-three black students, fourteen males and nineteen females enrolled at Tuskegee Institute in Alabama, made up the experimental population. These students practiced sentence-combining two hours each week for a total of sixteen weeks. Pre- and post-treatment writing samples were collected in addition to intermittent writing samples collected at two-week intervals throughout the semester. These writing samples were used to determine the peak period of increase in the the three factors of syntactic maturity.

An analysis of variance including repeated measures revealed that two of the three factors of syntactic maturity, length of T-units and length of clauses, showed increased growth which was statistically significant at the .05 level or less. The ratio of clauses to T-units was not statistically significant in this investigation; however, growth was evident through observed differences.

More important to this study, it was determined that the experimental population reached its peak in syntactic growth after ten weeks, or twenty hours of practice in sentence-combining. Thus, it was concluded that twenty hours of practice in sentence-combining were necessary before these college freshmen reached a peak in syntactic growth. Although growth fluctuated throughout the experimental period, it never regressed to the lowest rate which was recorded at the pretest level.

SENTENCE-COMBINING AND DEVELOPMENTAL PSYCHOLINGUSITICS: A CRITIQUE OF SEVEN SENTENCE-COMBINING TEXTBOOKS

Order No. 8102674

KLEEN, JANICE MARLENE SLUPE, PH.D. *Purdue University*, 1980. 212pp. Major Professor: Thomas E. Gaston

Research done on many grade levels indicates that sentence-combining is a valuable tool for helping students increase the syntactic maturity of their writing. However, much of that research also suggests that the technique works best with elementary and junior high school students and with those already proficient. Needed now are investigations into areas which might suggest ways to improve sentence-combining programs so that they may better help all students increase their syntactic fluency.

This study investigated the field of developmental psycholinguistics in order to discover principles of language learning applicable to sentence-combining. From this investigation developed a number of simplified but reliable principles of normal syntactic development. Chief among these is that all language learners pass through essentially the same stages of syntactic growth both in speaking and writing. Others of most value to those interested in language development include the following: (1) In elaborating the basic subject-verb-object sentence pattern, youngsters usually develop sentence final position first. (2) One of the first transformations performed is coordination of independent clauses. (3) The earlier elaborations are prepositional phrases, prenominal adjectives, adverbial clauses, restrictive adjective clauses, and noun clauses in complement position. Only later, if ever, will speakers and writers produce nonrestrictive and reduced adjective clauses, verbals, derivations, and nominative absolutes. (4) Mature writers produce writing with identifiable syntactic characteristics. Their sentences average about 24 words. Few conjoined structures, noun clauses, and nomial infinitive phrases appear. Many sentences begin with adverbial and coordinate sentence openers. Many adverbial prepositional phrases, noun plus participle structures, modified objects of prepositional phrases are used along with much free modification.

Seven commercially available sentence-combining textbooks were reviewed in order to determine whether their sequence of instruction reflected this natural order of syntactic acquisition. The books reviewed were Christensen and Munson's *The Christensen Rhetoric Program: The Sentence and the Paragraph*, Strong's *Sentence Combining: A Composing Book*; William's *Style and Grammer: A Writer's Handbook Transformations*; O'Hare's *Sentencecraft: An Elective Course in Writing*; Daiker, Kerrek, and Morenberg's *The Writer's Options*; Rippon and Meyers' *Combining Sentences*; and Romine's *Writing Sentences: A Self-Teaching Guide to Grammar, Structure, and Sentence-Combining*.

The conclusion reached in this part of the study is simply that none of the authors followed "nature's timetable" in ordering their materials. This fact suggests that a developmentally ordered text should be written and tested. It well might be that such a text would provide a more accessible approach to full syntactic control, if not for everyone, at least for those whose command of language is most uncertain.

THE EFFECTS OF A PROGRAM OF MODELS-IMITATION ON THE WRITING OF SEVENTH GRADE STUDENTS

Order No. 8100938

MARTIN, WILLIAM DENNIS, PH.D. *The University of Texas at Austin*, 1980. 222pp. Supervisor: Charles R. Kline, Jr.

The effects of twenty models-imitation lessons on the writing of seventh grade students were measured both by an analysis of scores on six indices of syntactic maturity and by analysis of data from subjective ratings of student writing by a panel of nine teachers.

The writing of the 61 students in the experimental treatment group was compared with the writing of the 62 students in the control treatment group. The control treatment group studied twenty composition lessons taken from a standard seventh grade textbook. The lessons were studied over a twenty-six week period. Five pretreatment and five posttreatment writing samples provided the data for analysis.

It was found that the writing of students studying models-imitation lessons did not show significantly more growth in syntactic maturity than the writing of students using a series of composition lessons from a standard textbook.

Furthermore, the writing of students studying models-imitation lessons was not rated significantly higher in overall quality by a panel of teachers than the writing of students studying lessons from a standard text-book.

The writing of students studying models-imitation lessons did not show growth in syntactic maturity equal to or greater than the growth in syntactic maturity demonstrated by seventh grade students who had studied sentence-combining lessons (as reported by Frank O'Hare in his 1973 publication *Sentence Combining: Improving Student Writing without Formal Grammar Instruction*).

Significant pre-post growth in words/T-unit, words/clause, and adjective clauses/100 T-units was reported for the students studying models-imitation. No significant pre-post growth was reported for the students studying the textbook.

It was concluded that, while models-imitation does not seem to improve the syntactic maturity or quality of student writing significantly more than traditional methods nor as much as a series of sentence-combining exercises, it is, nevertheless, an effective teaching technique which significantly increases the syntactic maturity of student writing. Models-imitation was recommended as a supplement to, rather than as a substitute for, existing methods of teaching composition.

A STUDY OF THE EFFECT OF SENTENCE-COMBINING ON THE WRITING OF SELECTED BLACK STUDENTS AND GRADUATES OF SMALL HIGH SCHOOLS IN UNIVERSITY FRESHMAN ENGLISH CLASSES

Order No. 8106967

MELDER, ELLIS MARIE, PH.D. *University of Wyoming*, 1980. 132pp.

The purpose of this study was to examine the efficacy of sentence-combining practice as an instructional method to enhance the syntactic maturity and overall quality of essays written by students from small high schools and Black students enrolled in a university freshman English composition course at Northwestern State University, Natchitoches, Louisiana.

Using a pre-test, post-test non-equivalent groups design, two sections of English 101, a freshman composition course, were taught by a colleague in the Department of Languages during the fall semester of 1978-79. Fifty-six students participated in the experiment, 28 in each treatment group. Following teacher and reseacher-prepared syllabi, both the control and experimental group, using the texts *Design: Rhetoric and Anthology for College English* (Flynn and McGuire, 1978) and *Harbrace College Handbook* (Hodges and Whitten, 1977), discussed model essays and basic rhetorical principles and wrote seven in-class compositions. Only the experimental group practiced sentence-combining during two 20 minute sessions per week for nine weeks of the 17 week semester, using the pre-publication edition of *A Writer's Options: College Sentence Combining* (Daiker, Kerek, and Morenberg, 1978).

The first and last composition written by each student under controlled conditions during the first and last weeks of the semester constituted the pre and post-tests of the study. Each of these compositions was evaluated in two ways. The writings were analyzed via formulae and procedures established by Hunt (1965) over three factors of syntactic maturity, mean T-unit length, mean clause length, and ratio of clauses to T-units. Each composition was also evaluated by three experienced English teachers using an adaptation of Diederich's Analytic Scale for Holistic Evaluation (Diederich, 1974).

Two-way analyses of covariance, race by treatment and size of high school by treatment, were made on each of the four dependent variables: the holistic rating for overall quality of compositions and scores on three factors of syntactic maturity. A .05 level of significance was required for rejection of each of the six null hypotheses, two concerning treatment differences between all students in the two treatment groups on the basis of overall quality and syntactic maturity and two each for Black students and students from small high schools on differences in overall quality and syntactic maturity. No significant differences were found in the interaction between race and treatment and size of high school by treatment. Thus all of the null hypotheses were retained.

It was concluded that three factors may have contributed to the non-significant findings: small sample size, insufficient time allowed for the experimental treatment, and lack of sharpness between the pedagogical approach to composition in two treatment groups.

Among recommendations for further research were to (1) examine the aspects of a composition which are valued most highly by teacher raters and which have the highest correlation with sentence-combining practice and (2) investigate the correlation between size of high school, strength of the high school writing program, and achievement of the students from various sizes of high schools in a university freshman composition course.

RHETORICALLY BASED AND RHETORICALLY DEFICIENT WRITING: THE EFFECTS OF PURPOSE AND AUDIENCE ON THE QUALITY OF NINTH GRADE STUDENTS' COMPOSITIONS

Order No. 8106741

METVINER, ESTELLE SCHOSTACK, PH.D. *The University of Connecticut*, 1980. 145pp.

The study examines the effects of purpose and audience on the quality of ninth grade students' rhetorically based and rhetorically deficient compositions. Rhetorically based compositions have appropriate purpose, audience, and medium which rhetorically deficient compositions lack.

Aristotle's theory of classical invention and the discourse theories of Britton; D'Angelo; Emig; Gibson; Jakobson; Kinneavy; Moffett; Witkin; and Young, Becker, and Pike are the basis for this investigation.

To test the influence of the purpose and audience element of discourse on the quality of the compositions, 124 randomly selected urban male and female ninth grade students received a 40 minute writing assignment on the opinions teenagers have concerning drugs. The control group wrote their essays to their teacher for a grade and the experimental group wrote their editorial to the school newspaper for publication consideration.

Factors of the experiment are writing task characteristic and sex as the independent variables, holistic rating, sentence error score, T-unit length score, and unusual word score as the dependent variables; and intelligence quota, reading score, language score, and spelling level as the covariates.

Four hypotheses test the effect of purpose and audience on the quality of the compositions of the 66 students in the control group and the 58 students in the experimental group by comparing the means of the dependent variables with respect to sex and the covariates at the $p < .05$ level. This study also investigates the quality of the compositions of the 52 male and 72 female students based on sex.

Multiple classification analysis of the posttest-only experimental design used univariate statistics from the oneway analysis of covariance of each dependent variable.

The findings reveal that no significant difference persists between the means of the rhetorically based and rhetorically deficient groups' sentence error and T-unit scores but that a significant difference does persist between the means of the rhetorically based and rhetorically deficient groups' holistic ratings and unusual word scores. Contrary to expectation, at the $p < 0.001$ level, the rhetorically deficient group received the higher holistic ratings. As anticipated, at the $p < 0.031$ level, the rhetorically based group received the greater unusual word scores. The female group, as projected, scored better than the male group in the holistic ratings at the $p < 0.001$ level. No significant difference persists between the male and female groups' sentence error, T-unit, and unusual word scores.

Conclusions drawn from the experiment indicate that the Dale-Chall Word List may be an invalid determinant of vocabulary complexity and that ninth grade urban students produce better compositions when given a rhetorically deficient writing task; for these students the teacher may be an appropriate audience and the grade may be a meaningful purpose.

Viewing the composing act as a communication quadrangle whose elements are the writer, subject, audience, and purpose is a theoretical implication.

This demonstration study, designed to determine if further research is justified, does not warrant implications for instruction.

Implications for research are an experiment incorporating purpose and audience as distinct variables; investigations exploring other grade levels, modes, and audiences; a modification of this study using a classroom newspaper as the rhetorically based writing task characteristic as well as subordination, free modifiers, and type-token ratios as the dependent variables; and a study examining the sustained rhetorically based and rhetorically deficient tasks of a writing program.

THE DESIGN, IMPLEMENTATION, AND EVALUATION OF AN EXPORTABLE PERSONALIZED SYSTEM OF INSTRUCTION FOR TEACHING APPLIED SENTENCE WRITING SKILLS TO HIGH SCHOOL STUDENTS

Order No. 8104665

ROSE, ROBERT CHARLES, ED.D. *Ball State University*, 1980. 144pp. Chairman: Dr. Dennis Redburn

A personalized system of instruction (Fred S. Keller, 1968), "English 3200," was designed to teach applied sentence writing skills to high school students. Using the programmed textbook of the same name (J. S. Blumenthal, *English 3200*, New York: Harcourt, Brace, Jovanovich, 1972), English 3200 was piloted and implemented in a two-phase study during the Summer Session and Fall Quarter, 1979. The project was undertaken at Burris Laboratory School, an academic department in Ball State University Teachers College to evaluate English 3200 in terms of its exportability to public school settings. A total of 49 high school students from seven Muncie, Indiana, area high schools participated in the study.

Three criteria were identified for determining the exportability of English 3200. First, was the course economically efficient in its use of student and teacher time, space, and materials? Next, was English 3200 effective in teaching grammatical usage in sentence writing? Finally, was the instructional package desirable for exportation to public school settings?

Instructional procedures and materials were developed to maximize the efficiency, effectiveness, and desirability of English 3200. Study guides and alternate forms of unit tests were constructed. Procedures for identifying and utilizing student proctors, for monitoring, stimulating, and assessing student progress, and for general management and operation of English 3200 were delineated and refined. The essential composition was established for English 3200 as an exportable instructional design appropriate to public high school settings.

The process of data gathering ran concurrently with the Pilot and Implementation Phases of English 3200. Pre- and post-tests were administered to assess comprehension and application of grammatical principles. The scores were analyzed in terms of t test ratio and percentage increase. Open-ended student course evaluations were collected following completion of each Phase. Teacher Observation data provided an informal source of observations, events, and comments generated and recorded during the study.

Data from the two-phase study yielded a number of findings. English 3200 was found to be effective in teaching grammatical usage in sentence writing at a .01 level of significance during the Implementation Phase and at a .05 level of significance during the Pilot Phase. Implementation of the course posed no unusual demands on student and teacher time, on financial resources, or on space allocation. The self-pacing aspect of English 3200 made possible more efficient use of student and teacher time. English 3200 was found to be characterized by a number of perceived strengths, including self-pacing, increased student responsibility, and pride of accomplishment.

The exportability of English 3200 to public school settings had been evaluated on the basis of three criteria: economical efficiency, teaching effectiveness, and desirability. English 3200 was shown to be "readily exportable" when evaluated against the three established criteria.

AN INQUIRY INTO LINGUISTIC, PSYCHOLOGICAL, AND EDUCATIONAL CONCEPTS FOR THE DESIGN OF A PROGRAM TO IMPROVE STANDARD FORMAL WRITING

Order No. 8106306

SIPPLE, JO-ANN MEROLLA, D.A. *Carnegie-Mellon University*, 1980. 315pp.

This study is divided into two parts: In Part I I review selected concepts in linguistics, psychology, and education as possible frames of reference for teaching and learning usage features in standard formal writing. I also summarize research in sentence combining, controlled composition, ways to design instructional materials, and data on student writing errors. After presenting the results of my review of over one-hundred and fifty commercial texts and media programs aimed at teaching usage in standard formal writing, I provide a model that teachers may use to design their own materials aimed at helping college students master the conventions of standard formal writing. In addition, I have appended to Part I a full description of the kinds of syntactic and inflectional errors commonly found in student writing and have also included Teaching Objectives for each of the nine modules designed to reinforce appropriate writing behaviors. In Part II I present three sample modules to help students improve some of their sub-skills in standard formal writing. Each of the modules: Sentence Fragments, Run-On Sentences and Comma Splices, and Subject-Verb Agreement, is comprised of an audio tape and slide transcript with an accompanying workbook. Finally, the Selected Bibliography contains the linguistic, psychological, and educational references which I consulted for this study.

THE DESIGN, IMPLEMENTATION, AND EVALUATION OF A FRESHMAN COMPOSITION CURRICULUM Order No. 8107803

SOVEN, MARGOT, PH.D. *University of Pennsylvania*, 1980. 256pp.
Supervisor: Dr. Norma Kahn

This dissertation describes the systematic implementation of a process for developing composition curricula on the college level. The purpose of this study was to suggest such a process and to design a curriculum responsive to problems frequently associated with freshman writing. The research described in this dissertation addresses two related problems: (1) Existing approaches for teaching writing to freshmen do not adequately deal with several major deficiencies of their writing, namely, the absence of carefully developed generalizations, clarifying statements, and sufficient and appropriate elaborate material. (2) Existing methods of developing and evaluating composition courses do not provide sufficient information for the design of course curricula that specifically address the writing problems of freshman writers.

The study includes a selected review of current curriculum theory applicable to the development of composition courses in administratively restricted settings as well as a discussion of the appropriateness of action research methodology to the development of new composition course curricula in these settings. This section includes a description of the rationale behind the steps employed in designing the curriculum described in the study. These steps include: (1) An analysis of the deficiencies in freshman writing not specifically addressed by current teaching approaches at Dexel University. (2) An analysis of the contextual factors related to the development of a curriculum in light of the institution's philosophy of education and administrative limitations. (3) An analysis of the student body for whom the course is designed. (4) An examination and critique of several pedagogical alternatives for teaching writing. (5) An examination of various instructional systems.

The composition course, which was developed and evaluated on the basis of the above analysis, two field tests, the suggestions and criticism of colleagues, experts in the field, and students, is then described. A description of evaluative measures including a comparison of the pre- and post-course writing samples of students participating in the second field test, is also included.

The dissertation includes a critique of the various steps used in the process of designing the curriculum, as well as suggestions for improving that process. Limitations of the course itself and the design of the study are discussed and suggestions for future research are indicated. A complete set of course materials is included in the appendix.

AN EVALUATION OF A COMPETENCY-BASED ENGLISH COMPOSITION COURSE AT LEHIGH UNIVERSITY

Order No. 8108196

STEELE, ANNE CHARTIER, ED.D. *Lehigh University*, 1981. 151pp.

An evaluation of a competency-based English composition course was conducted. The English I composition course was required of almost all freshmen at Lehigh University. The competency-based curriculum differed from the traditional curriculum in several respects. Students in the competency-based course were allowed to leave the course when they had demonstrated that they were able to write competently. All theme evaluation was done by a panel of two English professors rather than by the student's classroom instructor. A student was required to have two out of three consecutive themes judged to be competent in order for that student to be considered a competent writer. Students who did not achieve competency, but did do passing work, were given a grade of "Credit."

Half of the freshmen who registered for the English composition course in the Fall semester of 1977 were assigned to a competency-based section and half to a traditional section. In all, there were 23 competency sections and 23 traditional sections. There were an average of 22 students per section. Twenty-two of the competency sections and 14 of the traditional sections were taught by full time faculty members.

The results showed that students liked the competency method. Students liked their classroom instructors and found the classroom atmosphere to be quite relaxed. They found the competency panel to be impartial. Furthermore, the quality of writing of those students in the competency sections improved more than that of those in the traditional sections.

An error analysis was conducted to determine what types of errors distinguished students who achieved competency from those who did not and to determine if there was a predictable change in the types of errors made over the semester. There seemed to be a relationship between overall organization errors and paragraph unity errors. Students were able to correct these errors, however. Students found it easier to correct errors in the introduction than in the conclusion. Students also had difficulty correcting coherence errors and errors in sentence style. Sentence structure did present a problem, but it was easier for them to correct that than certain other types of errors. Errors in logic, though not too prevalent, were difficult to correct. Error in diction, wordiness, and mechanics did not seem to be related to a student's achieving competency.

A re-evaluation of the standardized test scores used to exempt students from the English composition course was desired. The Verbal Scholastic Aptitude Test proved to be the best single predictor of a student's initial writing ability. A score of 670 on that test was suggested as a value to use for exemption.

CLASSICAL *ETHOS* AND THE MODERN COMPOSITION TEACHER

Order No. 8101464

TRACY, ROBERT GILMAN, PH.D. *Texas Christian University*, 1980. 110pp.
Adviser: Gary Tate

The modern composition teacher, and his class, can benefit from the teacher's careful reading of such ancient scholars as Plato, Aristotle, Isocrates, Cicero, and Quintilian and by his thoughtful presentation and application of their various precepts. Besides studying the ancients' styles and common sense approaches to human communication, the modern composition teacher should review the *Rhetoric*, *De Oratore*, and *Institutio Oratoria* with an eye for how Aristotle, Cicero, and Quintilian taught the art of communication. For example, instead of ignoring the classical topics of memory and delivery because they do not seem to affect writing, the modern teacher ought to realize that those topics, and what the ancients say about them, are especially applicable to him because he is an orator in front of an audience. The purpose of the modern classroom orator should be not only to instruct, but, as Cicero suggests, also to delight and move--to persuade.

As Aristotle recognized, and as should the modern composition teacher, *ethos* "is the most potent of all the means to persuasion." Plato, Aristotle, Isocrates, Cicero, and Quintilian all realize the importance and value of *ethos* in the art of communication. They not only discuss *ethos* as a means of persuasion, but they evoke that quality in their writing. What they say is made more believable because they are believable.

The same believability should hold true for the modern composition teacher--he should convince by showing. For instance if he can successfully persuade his class of students to write for different audiences, then an explanation of how he effected that persuasion, or the persuasion itself, should be an excellent example of the human communication that he is teaching. He can thus refer to logic, emotion, and *ethos*, not only through textbooks, blackboard diagrams, or slides, but also through himself. For just as he can discourage a class by not caring or not being interesting, so he can encourage it by paying attention to the class' needs, his responsibilities, and the wide-ranging and versatile aspects of what he is teaching. *Ethos* for the modern composition teacher, as for the ancients, is "potent" and should never be neglected.

A SURVEY OF SOME RHETORICAL HEURISTICS AND THEIR IMPLICATIONS FOR THE TEACHING OF COMPOSITION

Order No. 8108416

UNDERWOOD, VIRGINIA ALLEN, PH.D. *The Florida State University*, 1980. 357pp. Major Professor: Dwight L. Burton

Theories of composition that utilize heuristic or problem-solving procedures are explicated and compared in an effort to determine what can logically be expected from the application of a particular heuristic during the composing process. All of the theories chosen for evaluation make, or have made for them, explicit epistemological claims; the theorists make assumptions about the nature, source, and criterion of knowledge, and they tend to make their theories of composition a direct reflection of their epistemological stances. As the heuristic is the problem-solving strategy in the theory, the epistemology is the problem statement: it specifies what the theorist takes to be the unknown element in the universe of discourse. It is a major contention of this study that the application of a metatheory--such as that proposed by Janice Lauer--to evaluate and compare the theories is hampered by a failure to understand this fundamental relationship. Thus, a major aim of this study is to provide capsule analyses of theories on a number of salient points: to identify the controlling metaphor that underlies each theory, to specify the heuristic employed by the theory, to determine the nature of truth assumed by the theorist and the extent to which adherence to truth is a basic concern of the theory; this leads to the necessary understanding of the purpose of discourse as expressed in each theory and its focus in the universe of discourse; the goal of pedagogy specified by the theory and the type of product presumed to result from instruction are likewise useful indicators of the scope of a theory; assumptions made about the writer are directly reflected in the role of invention in the theories; the treatment of arrangement and style, though often only tangential concerns for heuristic theorists, are also considered.

The study begins with a description of the origins of the traditional course and suggests that the unresolved epistemological conflict at the foundation of the "current-traditional" composition paradigm has had a continuing negative effect on composition theory. The classical topics remain the most consistent and complete of the rhetorical heuristics available, although a failure to understand their function as a probe for the discovery of arguments and not of facts can seriously impair their efficiency. The Pre-Writing project, extending the romantic conception of the creative artist to include student writers, utilizes analogy as the primary heuristic technique but restricts its scope to the discovery of subjective truth. The behavioral pedagogy of Robert Zoellner shifts attention from the internal and hence inaccessible activities of the composer to external performance. Zoellner proposes to shape the behavior of the student "talker" by reinforcing intermediate attainment of the desired scribal performance. Kenneth Burke's pentad, like the classical topics, is frequently misconstrued as an information retrieval probe when adaptors fail to understand the terministic basis of his epistemology. As a theory of composition, tagmemics is derived from the linguistic theory of Kenneth Pike, finding its epistemological base in the principle of indeterminacy and utilizing the terms of particle, wave, and field as the basis for the heuristic. Despite the favorable attention given to tagmemics, some ambiguity remains in the theory. The conceptual theory of Frank D'Angelo takes as its controlling metaphor the argument from design for the existence of God. He suggests that "one grand design" underlies the universe and that form consciousness is the key to composition instruction.

While none of the theories is a perfect model of pedagogy, heuristics can be useful if attention is paid to problem-stating as well as problem-solving.

THE EFFECTS OF GRAMMAR-FREE SENTENCE-COMBINING PRACTICE ON THE SYNTACTIC FLUENCY OF THE WRITTEN AND ORAL RESPONSES OF SEVENTH GRADE STUDENTS

Order No. 8102792

WATTS, RUBY WAITERS, PH.D. *University of South Carolina*, 1980. 233pp.

The purpose of this twelve-week investigation was to determine whether low achieving seventh grade students who engaged in grammar-free sentence-combining practice would increase syntactic fluency in their writing and speaking and reduce mazes in their writing to a significantly greater extent than students who did not have such practice.

The sample of 134 students from two middle schools was designated as four experimental and four control classes for the written experiment. Forty-five of these students at one school constituted the experimental and control oral compositions groups. All the students were considered low achievers based on their *CTBS* scores and ratings by their teachers and school counselors.

Using materials prepared by the investigator, the regular language arts teachers administered and conducted a series of twelve exercises on sentence-combining with the experimental groups. The written pre-tests and post-tests for each student consisted of three themes corresponding to the modes of exposition, narration-description, and argumentation. The investigator analyzed the themes for six factors of syntactic fluency: words per T-unit, clauses per T-unit, words per clause, and adjective, adverb, and noun clauses per 100 T-units; and for the ratio of mazes per 100 T-units. The oral pre-tests and post-tests for each student consisted of two tape-recorded speech samples which were analyzed for the same six factors of syntactic fluency sought in the written tests. The *t*-test for independent samples showed no significant differences between the control and experimental groups in *CTBS* scores and on the written and oral pre-tests.

The control groups continued with the regular language arts program including usage, mechanics, literature, reading, and composition. The experimental groups studied shorter lessons in this curriculum, in addition to a series of twelve sentence-combining exercises similar to lessons developed by O'Hare (1975). The lessons, which excluded formal grammar discussion, were designed to generate more words and more subordinate clauses per T-unit.

The one-way analysis of covariance showed that the experimental and control written composition groups did not differ significantly at post-test on five factors; on noun clauses per 100 T-units, however, the experimental group achieved a significantly higher mean score than the control group. At post-test the experimental group wrote significantly fewer mazes than the control group. At post-test there were no significant differences between the experimental and control oral composition groups on four of the factors of syntactic fluency.

The investigator concluded that grammar-free sentence-combining practice did not result in overall increased syntactic maturity in the written and oral composition of the seventh grade students in the study. However, such practice did result in a decrease in mazes in the written composition of the subjects in the study.

Copies of the dissertations may be obtained by addressing your request to:

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